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ABSTRACT

This study was undertaken to respond to a specific inquiry from the Center for Psychological Studies of Nova Southeastern University (Florida) about the satisfaction of Master's-level and Doctoral-level students with the University's faculty and programs. The population consisted of all students enrolled in these programs in the fall term of 1999, and there was sufficient evidence to conclude that the survey respondents were generally representative of the student body. The respondents expressed a high level of satisfaction with the competence of the faculty with a modal response of 5 (scale of 1 through 5) for students at both graduate study levels. Master's-level respondents, who included distance education students, had a satisfaction level of 4 with access to full-time faculty, but Doctoral students, who were all campus-based, gave a modal response of 5. Doctoral students were somewhat more satisfied with the University's administration (modal response of 3) than were Master's degree students. Perhaps the most extreme difference between the two groups' responses to was level of satisfaction with financial aid services. Doctoral-level students offered a modal response of 1 for satisfaction, while Master's level students offered a modal response of 4. Identification of areas in which these two groups of students are not in agreement about the University's faculty and programs may help in future program planning and faculty development. (Contains 40 tables and 14 references.) (SLD)

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RESPONSES BY STUDENTS IN THE CENTER FOR PSYCHOLOGICAL STUDIES TO A FALL TERM 1999 SATISFACTION SURVEY: MASTER'S-LEVEL STUDENTS AND DOCTORAL-LEVEL STUDENTS

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Report 00-17

August 2000

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RESPONSES BY STUDENTS IN THE CENTER FOR PSYCHOLOGICAL STUDIES TO A FALL TERM 1999 SATISFACTION SURVEY: MASTER'S-LEVEL STUDENTS AND DOCTORAL-LEVEL STUDENTS

Thomas W. MacFarland **Senior Research Associate**
Report 00-17 **August 2000**

EXECUTIVE SUMMARY

In an effort to satisfy Institutional Effectiveness reporting requirements for the Southern Association of Colleges and Schools and to also support guided planning efforts, Nova Southeastern University's Office of Research and Planning has engaged in a series of activities that addressed student satisfaction with academic resources and services. This process was attempted on a large scale in 1996 and again in 1999. The purpose of this study was to respond to a specific information request from the Center for Psychological Studies, presenting survey results from the Fall Term 1999 effort by degree level: Master's-level students and Doctoral-level students.

The population for the October-November 1999 survey consisted of all students enrolled during Fall Term. Research and Planning established formal tracking procedures and it was largely judged that the responding sample associated with the Fall Term 1999 survey was representative of the population. Further efforts were made in this report to examine the representation of survey respondents from the Center for Psychological Studies as compared to the collective study body in the Center. There was sufficient evidence to conclude that survey respondents from the Center for Psychological Studies were generally representative of the study body enrolled during Fall Term 1999.

Among the most important outcomes of this study, it was observed that respondents from the Center for Psychological Studies indicated a high level of satisfaction with the *Competency of the Faculty*, with a modal response of 5 for both Master's-level students and Doctoral-level students. There was a degree of difference between respondents from the two degree levels, however, in regard to agreement with *Access to full-time faculty, either through direct contact or other means*:

- For Master's-level respondents, which included distance education students enrolled at sites throughout Florida, the modal response was 4.
- However, for Doctoral-level respondents, who are all campus-based, the modal response was 5.

Differences between respondents from the two degree levels were also evident in regard to the advisement process. In regard to the statement, *Process for assigning students to advisors*,

Doctoral-level respondents offered a modal response of 2 and Master's-level respondents offered a modal response of 3. In contrast, Doctoral-level respondents generally offered more positive ratings on statements related to *Administration* than Master's-level respondents.

Differences were also evident in regard to responses to statements associated with *Library and Information Services*. For all three statements specifically referencing *Computing Resources and Information Technology*, Doctoral-level students offered a modal rating of 4 and Master's-level students offered a modal rating of 3.

Perhaps the most extreme difference between the two groups was found in response to the *Student Services* statement that asked for judgment of *Financial aid services*. Doctoral-level students offered a modal response of 1 (Mean = 2.3 and Median = 2) and Master's-level students offered a modal response of 4 (Mean = 3.1 and Median = 3).

Differences in terms of library use were also evident. Approximately 20 percent of Master's-level students used the University's libraries or library provided services 1 or more times per week, but 50 percent indicated that they used other libraries 1 or more times per week. In contrast, approximately 65 percent of Doctoral-level students used the University's libraries or library provided services 1 or more times per week, and less than 20 percent indicated that they used other libraries 1 or more times per week.

Although there are known differences (age and place of class attendance) in the Center for Psychological Studies between Doctoral-level students and Master's-level students, there are also some important areas where these two groups of students are not in agreement in terms of satisfaction with a broad array of experiences and services at the University and it may be useful for appropriate personnel and faculty to examine these differences. As appropriate, the Center may also find it useful to use this report when preparing for their contribution to the University's overall Institutional Effectiveness process, as required by the Commission on Colleges of the Southern Association of Colleges and Schools.

TABLE OF CONTENTS

	Page
EXECUTIVE SUMMARY	ii
LIST OF TABLES	v
INTRODUCTION	1
Background	1
Purpose of This Study	1
METHODOLOGY	2
RESULTS	2
SUMMARY	4
REFERENCES	6
APPENDIX: Table 1 to Table 16.C	8

LIST OF TABLES

Table		Page
1	Representation of the Fall Term 1999 Student Survey by Degree Level: Respondents from the Center for Psychological Studies	8
2.A	Representation of the Fall Term 1999 Student Survey by Gender: Respondents from the Center for Psychological Studies	8
2.B	Representation of the Fall Term 1999 Student Survey by Gender: Master's-Level Respondents from the Center for Psychological Studies	9
2.C	Representation of the Fall Term 1999 Student Survey by Gender: Doctoral-Level Respondents from the Center for Psychological Studies	9
3.A	Representation of the Fall Term 1999 Student Survey by Race/Ethnicity: Respondents from the Center for Psychological Studies	10
3.B	Representation of the Fall Term 1999 Student Survey by Race/Ethnicity: Master's-Level Respondents from the Center for Psychological Studies	10
3.C	Representation of the Fall Term 1999 Student Survey by Race/Ethnicity: Doctoral-Level Respondents from the Center for Psychological Studies	11
4	Age of Respondents from the Center for Psychological Studies by Degree Level	11
5.A	Statements About *Faculty*: Center for Psychological Studies	12
5.B	Statements About *Faculty*: Master's-Level Respondents from the Center for Psychological Studies	13
5.C	Statements About *Faculty*: Doctoral-Level Respondents from the Center for Psychological Studies	14
6.A	Statements About *Academic Program*: Center for Psychological Studies	15
6.B	Statements About *Academic Program*: Master's-Level Respondents from the Center for Psychological Studies	16
6.C	Statements About *Academic Program*: Doctoral-Level Respondents from the Center for Psychological Studies	17
7.A	Statements About *Administration*: Center for Psychological Studies	18

LIST OF TABLES

Table		Page
7.B	Statements About *Administration*: Master's-Level Respondents from the Center for Psychological Studies	19
7.C	Statements About *Administration*: Doctoral-Level Respondents from the Center for Psychological Studies	20
8.A	Statements About *Library and Information Services*: Center for Psychological Studies	21
8.B	Statements About *Library and Information Services*: Master's-Level Respondents from the Center for Psychological Studies	22
8.C	Statements About *Library and Information Services*: Doctoral-Level Respondents from the Center for Psychological Studies	23
9.A	Statements About *Student Services*: Center for Psychological Studies	24
9.B	Statements About *Student Services*: Master's-Level Respondents from the Center for Psychological Studies	25
9.C	Statements About *Student Services*: Doctoral-Level Respondents from the Center for Psychological Studies	26
10	*Summary Evaluation* by Respondents from the Center for Psychological Studies by Degree Level	27
11	Majority Place of Class Attendance: Center for Psychological Studies	28
12.A	Reasons for Deciding to Attend NSU: Center for Psychological Studies	29
12.B	Reasons for Deciding to Attend NSU: Master's-Level Respondents from the Center for Psychological Studies	30
12.C	Reasons for Deciding to Attend NSU: Doctoral-Level Respondents from the Center for Psychological Studies	31
13.A	Number of Courses Completed in This Academic Program: Center for Psychological Studies	32
13.B	Number of Courses Completed in This Academic Program: Master's-Level Respondents from the Center for Psychological Studies	32
13.C	Number of Courses Completed in This Academic Program: Doctoral-Level Respondents from the Center for Psychological Studies	33

LIST OF TABLES

Table		Page
14.A	Frequency of Library Usage: Center for Psychological Studies	34
14.B	Frequency of Library Usage: Master's-Level Respondents from the Center for Psychological Studies	35
14.C	Frequency of Library Usage: Doctoral-Level Respondents from the Center for Psychological Studies	36
15.A	What Survey Respondents Would Have Done If They Had Not Attended Nova Southeastern University: Center for Psychological Studies	37
15.B	What Survey Respondents Would Have Done If They Had Not Attended Nova Southeastern University: Master's-Level Respondents from the Center for Psychological Studies	38
15.C	What Survey Respondents Would Have Done If They Had Not Attended Nova Southeastern University: Doctoral-Level Respondents from the Center for Psychological Studies	39
16.A	Technology-Based Media Experienced in Courses: Respondents from the Center for Psychological Studies	40
16.B	Technology-Based Media Experienced in Courses: Master's-Level Respondents from the Center for Psychological Studies	41
16.C	Technology-Based Media Experienced in Courses: Doctoral-Level Respondents from the Center for Psychological Studies	42

INTRODUCTION

Background

In an effort to satisfy Institutional Effectiveness reporting requirements for the Southern Association of Colleges and Schools and to also support guided planning efforts, Nova Southeastern University's Office of Research and Planning has engaged in a series of activities that addressed student satisfaction with academic resources and services[1]. The general process for these many 1996 reports was largely replicated in 1999 and the results of this more recent process were reported in *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey* (2000).

Purpose of This Study

Collapsed statistics for *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey* (2000) were provided to the general University community and breakout statistics by academic center were provided to selected University administrators. The purpose of this current study was to respond to a specific information request from the Center for Psychological Studies, presenting survey results by degree level: Master's-level students and Doctoral-level students.

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[1] The abstracts of these reports are available at Research and Planing's listing off the University's home page: <http://www.nova.edu/cwis/urp/urp-researchreports.htm>.

96-02 *Graduates of Nova Southeastern University's Undergraduate Programs Tell Us About Their Undergraduate Experience.*

96-05 *Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience With Nova Southeastern University.*

96-06 *Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experience.*

96-07 *Graduates of the School of Computer and Information Sciences Offer Judgment on Their Experience With Nova Southeastern University.*

96-08 *South Florida vs. Other Locations: Comparing Student Responses to a Satisfaction Survey.*

96-12 *Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*

96-13 *Students in the School of Business and Entrepreneurship Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*

96-14 *Students in the James M. Farquhar Center for Undergraduate Studies Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students.*

96-15 *Students in the School of Computer and Information Sciences Respond to a Satisfaction Survey: Outcomes from an Academic Center Using Computer-Mediated Communication.*

96-23 *July 1, 1995, to June 30, 1996, Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University Offer Judgment on Their University Experience.*

METHODOLOGY

The population for the October-November 1999 survey consisted of all students enrolled during Fall Term. Research and Planning established contact with all academic centers and formal tracking procedures were used to gain a sense of the responding sample and its representation of the Fall Term 1999 student body. It was largely judged that the responding sample associated with *Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey* (2000) was representative of the population.

Collapsed and breakout (Master's-level and Doctoral-level) demographic statistics about survey respondents are presented in Tables 1 to 4, addressing areas such as: degree level, gender, race/ethnicity, and age. In view of the Center for Psychological Studies and the representation of Fall Term 1999 survey respondents from this academic center:

- Students in the Center for Psychological Studies represented approximately 5 percent of all students enrolled during Fall Term 1999 and approximately 6 percent of the responding sample.

- Approximately 75 percent of all 1998/1999 academic year graduates from the Center for Psychological Studies were female and females represented approximately 79 percent of all Fall Term 1999 survey respondents from the Center for Psychological Studies.

- The median age of all 1998/1999 academic year graduates from the Center for Psychological Studies was 31 years and the median age of all Fall Term 1999 survey respondents from the Center for Psychological Studies was 29 years.

Otherwise, survey distribution and tracking procedures were followed closely by center personnel and there is sufficient evidence to conclude that survey respondents from the Center for Psychological Studies were generally representative of the study body enrolled during Fall Term 1999.

RESULTS

Most survey statements were gained by tracking language from the *Criteria for Accreditation* (1998) and focused on issues such as *Faculty* (Tables 5.A to 5.C), *Academic Program* (Tables 6.A to 6.C), *Administration* (Table 7.A to 7.C), *Library and Information Services* (Tables 8.A to 8.C), and *Student Services* (Table 9.A to 9.C). A summary response was also prepared in response to the statement *Overall quality of this academic program* (Table 10).

Regarding survey statements that focused on the University's faculty, respondents from the Center for Psychological Studies indicated a high degree of satisfaction with the *Competency of the Faculty*, with a modal response of 5 for both Master's-level students and Doctoral-level students. There was a degree of difference between respondents from the two degree levels, however, in regard to agreement with *Access to full-time faculty, either through direct contact or other means*:

- For Master's-level respondents, which included distance education students enrolled at sites throughout Florida, the modal response was 4.
- However, for Doctoral-level respondents, who are all campus-based, the modal response was 5.

Differences between respondents from the two degree levels were also evident in regard to the advisement process. In regard to the statement, *Process for assigning students to advisors*, Doctoral-level respondents offered a modal response of 2 and Master's-level respondents offered a modal response of 3. In contrast, Doctoral-level respondents generally offered more positive ratings on statements related to *Administration* than Master's-level respondents.

Differences were also evident in regard to responses to statements associated with *Library and Information Services*. For all three statements specifically referencing *Computing Resources and Information Technology*, Doctoral-level students offered a modal rating of 4 and Master's-level students offered a modal rating of 3.

Perhaps the most extreme difference between the two groups was found in response to the *Student Services* statement that asked for judgment of *Financial aid services*. Doctoral-level students offered a modal response of 1 (Mean = 2.3 and Median = 2) and Master's-level students offered a modal response of 4 (Mean = 3.1 and Median = 3).

There was, however, a degree of parity between the two groups of students in regard to their collective reason(s) for attending the University, with two responses in common among the three leading responses. In rank order, the three leading responses were:

Master's-Level		Doctoral-Level	
Rank Order	**Response**	**Rank Order**	**Response**
1	Convenience	1	Type of programs available
2	Type of programs available	2	Location
3	Academic reputation	3	Academic reputation

Differences in terms of library use, however, were quite evident. Approximately 20 percent of Master's-level students used the University's libraries or library provided services 1 or more

times per week, but 50 percent indicated that they used other libraries 1 or more times per week. In contrast, approximately 65 percent of Doctoral-level students used the University's libraries or library provided services 1 or more times per week, and less than 20 percent indicated that they used other libraries 1 or more times per week.

There were also differences between the two groups in terms of technology-based media experienced in courses. Approximately 44 percent of all Doctoral-level respondents indicated that they used electronic mail in courses and 23 percent indicated use of the World Wide Web. In contrast, approximately 17 percent of all Master's-level respondents indicated that they used electronic mail in courses and 14 percent indicated use of the World Wide Web.

SUMMARY

When viewing the results of this study, it may be useful to recall that there are clear differences in the Center for Psychological Studies between Master's-level students and Doctoral-level students on a few key demographic issues:

- In contrast to the possible norm at other institutions, Doctoral-level students in the Center for Psychological Studies are younger than their Master's-level counterparts:
  - Doctoral-level respondents . . . . . Mean Age = 27.0 Years and SD = 5.4
  - Master's-level respondents . . . . . Mean Age = 34.4 Years and SD = 10.8

  This difference in age was also confirmed in an *ad hoc* analysis of recent graduates from the Center for Psychological Studies:
  - Doctoral-level 98/99 graduates . . . Mean Age = 31.1 Years and SD = 4.9
  - Master's-level 98/99 graduates . . . . Mean Age = 35.3 Years and SD = 9.5
- There are also major differences in terms of place of instruction for the two groups of students.
  - By program design, all Doctoral-level respondents attended class on the University's Davie Campus in Broward County.
  - The Master's-level program, however, is offered to both campus-based students and distance education students. For this study, approximately 55 percent of all Master's-level respondents attended class in either Broward County (45 percent) or Miami-Dade County (10 percent) and the remaining 45 percent attended class at other locations throughout Florida.

Regardless of any demographic or other differences between Master's-level students and Doctoral-level students in the Center for Psychological Studies, there are some important areas where these two groups of students are not in agreement in terms of satisfaction with a broad array of experiences and services at the University and it may be useful for appropriate personnel and faculty to examine these differences.

Continuing with Research and Planning's preparation of specialized reports[2] that focused on key issues in the Center for Psychological Studies, this report should also offer faculty and administrators a sense of student satisfaction with the University. As appropriate, the Center may also find it useful to use this report when preparing for their contribution to the University's overall Institutional Effectiveness process, as required by the Commission on Colleges of the Southern Association of Colleges and Schools (*Criteria for Accreditation*; 1998, pp. 19-22).

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[2] Research and Planning prepared the following reports that focused on the Center for Psychological Studies and the use of distance education in this academic center:

98-12 *An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences Between On-Campus Students and Off-Campus Students.*

99-09 *Matriculation Status of Fall Term 1993 Center for Psychological Studies Students by the Beginning of Fall Term 1998: Campus-Based Students and Distance Education Students by Site.*

REFERENCES

An Analysis of Final Grades for Selected Courses in the Center for Psychological Studies: Differences Between On-Campus Students and Off-Campus Students. Fort Lauderdale, Florida: Nova Southeastern University, 1998. Research and Planning Report 98-12.

Commission on Colleges of the Southern Association of Colleges and Schools. (1998). *Criteria for Accreditation*. Decatur, Georgia.

Fall Term 1999 Nova Southeastern University Students Respond to a Broad-Based Satisfaction Survey. (2000). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 00-09.

Graduates of the Abraham S. Fischler Center for the Advancement of Education Reflect on Their Experience With Nova Southeastern University. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-05.

Graduates of Nova Southeastern University's Undergraduate Programs Tell Us About Their Undergraduate Experience. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-02.

Graduates of the School of Business and Entrepreneurship Reflect Upon Their Academic Experience. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-06.

Graduates of the School of Computer and Information Sciences Offer Judgment on Their Experience With Nova Southeastern University. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-07.

July 1, 1995, to June 30, 1996, Graduates of the James M. Farquhar Center for Undergraduate Studies at Nova Southeastern University Offer Judgment on Their University Experience. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-23.

Matriculation Status of Fall Term 1993 Center for Psychological Studies Students by the Beginning of Fall Term 1998: Campus-Based Students and Distance Education Students by Site. Fort Lauderdale, Florida: Nova Southeastern University, 1999. Research and Planning Report 99-09.

South Florida vs. Other Locations: Comparing Student Responses to a Satisfaction Survey. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-08.

Students in the Abraham S. Fischler Center for the Advancement of Education Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-12.

Students in the James M. Farquhar Center for Undergraduate Studies Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-14.

Students in the School of Business and Entrepreneurship Respond to a Satisfaction Survey: A Comparison Between On-Campus Students and Off-Campus Students. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-13.

Students in the School of Computer and Information Sciences Respond to a Satisfaction Survey: Outcomes from an Academic Center Using Computer-Mediated Communication. (1996). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 96-15.

APPENDIX

Table 1

Representation of the Fall Term 1999 Student Survey by Degree Level: Respondents from the Center for Psychological Studies

Degree Level	N	%
Master's-level	118	70
Doctoral-level	39	23
Unidentified	11	7
All CPS Respondents	168	

Table 2.A

Representation of the Fall Term 1999 Student Survey by Gender: Respondents from the Center for Psychological Studies

Degree Level	N	%
Female	132	79
Male	34	20
Unidentified	2	1
All CPS Respondents	168	

Table 2.B

Representation of the Fall Term 1999 Student Survey by Gender: Master's-Level Respondents from the Center for Psychological Studies

Degree Level	N	%
Female	95	81
Male	22	19
Unidentified	1	<1
All CPS Respondents	118	

Table 2.C

Representation of the Fall Term 1999 Student Survey by Gender: Doctoral-Level Respondents from the Center for Psychological Studies

Degree Level	N	%
Female	30	77
Male	8	21
Unidentified	1	3
All CPS Respondents	39	

Table 3.A

Representation of the Fall Term 1999 Student Survey by Race/Ethnicity: Respondents from the Center for Psychological Studies

Degree Level	N	%
Black, non-Hispanic	13	8
American Indian or Alaskan Native	2	1
Asian or Pacific Islander	3	2
Hispanic	29	17
White, Non-Hispanic	103	61
Other or Unidentified	18	11
All CPS Respondents	168	

Table 3.B

Representation of the Fall Term 1999 Student Survey by Race/Ethnicity: Master's-Level Respondents from the Center for Psychological Studies

Degree Level	N	%
Black, non-Hispanic	13	11
American Indian or Alaskan Native	1	<1
Asian or Pacific Islander	2	2
Hispanic	21	18
White, Non-Hispanic	64	54
Other or Unidentified	17	14
All CPS Respondents	118	

Table 3.C

Representation of the Fall Term 1999 Student Survey by Race/Ethnicity: Doctoral-Level Respondents from the Center for Psychological Studies

Degree Level	N	%
Black, non-Hispanic	0	0
American Indian or Alaskan Native	1	3
Asian or Pacific Islander	1	3
Hispanic	7	18
White, Non-Hispanic	29	74
Other or Unidentified	1	3
All CPS Respondents	39	

Table 4

Age of Respondents from the Center for Psychological Studies by Degree Level

Degree Level	N	Mode	Median	Mean	SD
Master's-Level	112	25	33	34.4	10.8
Doctoral-Level	38	22	26	27.0	5.4
All CPS Respondents	160	25	29	32.4	10.1

Table 5.A

Statements About *Faculty*: Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Competency of the faculty	166	5	4	4.5	0.8
Access to full-time faculty, either through direct contact or other means	152	4	4	4.0	0.9
Interaction with full-time faculty, either through direct contact or other means	157	4	4	3.9	0.9

Table 5.B

Statements About *Faculty*: Master's-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Competency of the faculty	116	5	4	4.4	0.8
Access to full-time faculty, either through direct contact or other means	102	4	4	4.0	0.9
Interaction with full-time faculty, either through direct contact or other means	107	4	4	3.9	0.9

Table 5.C

Statements About *Faculty*: Doctoral-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Competency of the faculty	39	5	4	4.6	0.5
Access to full-time faculty, either through direct contact or other means	39	5	4	4.2	0.8
Interaction with full-time faculty, either through direct contact or other means	39	4	4	4.1	0.7

Table 6.A

Statements About *Academic Program*: Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Opportunity for intellectual growth	168	5	4	4.3	0.8
Opportunity for peer interaction	165	5	4	4.2	0.9
Instructional methods	167	4	4	4.1	0.8
Delivery system	151	4	4	4.0	0.8
Quality of the learning environment	166	4	4	3.9	1.1
Applied nature of thesis, practicum, or dissertation	115	4	4	4.0	1.0
Length of the academic program	165	4	4	3.9	0.9
Length of the individual courses	166	4	4	4.0	0.8
Process for assigning students to advisors	125	3	3	3.2	1.1
Quality of advising	130	3	3	3.4	1.1
Adequacy of classroom facilities	161	4	4	3.7	1.2

Table 6.B

Statements About *Academic Program*: Master's-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Opportunity for intellectual growth	118	5	4	4.2	0.9
Opportunity for peer interaction	115	5	4	4.2	0.9
Instructional methods	117	4	4	4.2	0.8
Delivery system	113	4	4	3.9	0.8
Quality of the learning environment	117	4	4	3.8	1.1
Applied nature of thesis, practicum, or dissertation	84	4	4	3.9	1.0
Length of the academic program	117	4	4	3.8	1.0
Length of the individual courses	116	4	4	4.0	0.8
Process for assigning students to advisors	89	3	3	3.3	1.1
Quality of advising	95	3	3	3.4	1.1
Adequacy of classroom facilities	113	4	4	3.5	1.2

Table 6.C

Statements About *Academic Program*: Doctoral-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Opportunity for intellectual growth	39	5	4	4.6	0.7
Opportunity for peer interaction	39	5	4	4.4	0.9
Instructional methods	39	4	4	4.1	0.8
Delivery system	28	4	4	4.1	0.8
Quality of the learning environment	38	4	4	4.2	0.8
Applied nature of thesis, practicum, or dissertation	23	4	4	4.3	0.6
Length of the academic program	37	4	4	4.0	0.8
Length of the individual courses	39	4	4	3.8	0.9
Process for assigning students to advisors	28	2	3	3.0	1.1
Quality of advising	30	4	4	3.4	1.1
Adequacy of classroom facilities	37	5	4	4.3	0.8

Table 7.A

Statements About *Administration*: Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Clarity of written admission policies	165	4	4	4.1	0.8
Clarity of written policy on transfer of credit from other institutions	136	4	4	3.8	1.1
Clarity of written completion requirements	162	4	4	4.1	0.8
Clarity of written curricular offerings, as identified in program catalog	160	4	4	4.0	0.9
Program orientation	165	4	4	4.0	0.8
Course registration activities	159	4	4	3.8	1.0
Published grading policy	159	4	4	4.0	0.9
Interaction with administrative personnel	163	4	4	3.5	1.1
Clarity of program catalog	163	4	4	4.0	0.8
Correctness of student records (including transcripts)	140	4	4	4.0	0.9

Table 7.B

Statements About *Administration*: Master's-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Clarity of written admission policies	117	4	4	4.1	0.8
Clarity of written policy on transfer of credit from other institutions	100	4	4	3.9	1.0
Clarity of written completion requirements	115	4	4	4.0	0.9
Clarity of written curricular offerings, as identified in program catalog	113	4	4	4.0	0.9
Program orientation	115	4	4	4.0	0.8
Course registration activities	115	4	4	3.8	1.1
Published grading policy	115	4	4	4.0	0.9
Interaction with administrative personnel	114	3	3	3.4	1.1
Clarity of program catalog	115	4	4	4.0	0.8
Correctness of student records (including transcripts)	99	4	4	4.1	0.8

Table 7.C

Statements About *Administration*: Doctoral-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Clarity of written admission policies	37	5	4	4.2	0.9
Clarity of written policy on transfer of credit from other institutions	26	5	4	3.6	1.4
Clarity of written completion requirements	37	4	4	4.4	0.7
Clarity of written curricular offerings, as identified in program catalog	36	5	4	4.2	0.9
Program orientation	39	4	4	4.0	1.0
Course registration activities	34	4	4	3.8	1.0
Published grading policy	33	5	4	4.0	1.1
Interaction with administrative personnel	38	4	4	3.7	1.1
Clarity of program catalog	37	5	4	4.3	0.7
Correctness of student records (including transcripts)	32	3	4	3.8	1.0

Table 8.A

Statements About *Library and Information Services*: Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Availability of library and learning resource materials	145	4	4	3.5	1.1
Adequacy of library and learning resource materials	143	4	4	3.4	1.2
Orientation program relative to library services	139	4	4	3.4	1.1
Training in access to information in electronic and other formats	136	3	3	3.3	1.1
Availability of computing resources	130	4	4	3.7	1.1
Adequacy of computing resources	127	4	4	3.8	1.0
Access to information through technology	136	4	4	3.8	1.0
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)	118	4	4	3.4	1.1
Infusion of information technology into the curricula	122	3	3	3.2	1.0
Provisions for training in the use of technology	112	3	3	3.1	1.0

Table 8.B

Statements About *Library and Information Services*: Master's-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Availability of library and learning resource materials	97	4	4	3.5	1.2
Adequacy of library and learning resource materials	95	4	4	3.5	1.2
Orientation program relative to library services	101	4	4	3.4	1.1
Training in access to information in electronic and other formats	96	3	3	3.4	1.1
Availability of computing resources	83	3	4	3.6	1.1
Adequacy of computing resources	81	3	4	3.6	1.0
Access to information through technology	91	3	4	3.6	1.1
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)	80	3	3	3.3	1.1
Infusion of information technology into the curricula	85	3	3	3.3	1.0
Provisions for training in the use of technology	80	3	3	3.1	1.0

Table 8.C

Statements About *Library and Information Services*: Doctoral-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Availability of library and learning resource materials	38	4	4	3.5	1.1
Adequacy of library and learning resource materials	38	4	3	3.0	1.3
Orientation program relative to library services	28	3	3	3.0	1.1
Training in access to information in electronic and other formats	31	3	3	3.1	1.0
Availability of computing resources	39	4	4	4.1	0.9
Adequacy of computing resources	39	4	4	4.0	0.9
Access to information through technology	37	4	4	4.1	0.8
Instructional support services (e.g., educational equipment and specialized facilities such as laboratories, audio visual and duplicating services)	31	4	4	3.6	0.8
Infusion of information technology into the curricula	30	3	3	3.1	0.7
Provisions for training in the use of technology	25	3	3	3.0	0.9

Table 9.A

Statements About *Student Services*: Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Student development services	87	3	3	3.3	0.9
Counseling and career development	92	3	3	3.3	1.0
Remedial services available	62	3	3	3.3	0.8
Student government opportunities	81	3	3	3.3	0.9
Student behavior policies and procedures	107	4	4	3.7	0.8
Financial aid services	137	4	3	2.9	1.3
Health services	66	3	3	3.2	1.1
Refund policies when withdrawing from courses	88	3	3	3.4	1.2
Safety and security of classroom buildings and the learning environment	156	4	4	3.7	1.1

Table 9.B

Statements About *Student Services*: Master's-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Student development services	68	3	3	3.2	0.9
Counseling and career development	72	3	3	3.2	1.0
Remedial services available	49	3	3	3.3	0.9
Student government opportunities	53	3	3	3.2	1.0
Student behavior policies and procedures	72	4	4	3.6	0.9
Financial aid services	93	4	3	3.1	1.2
Health services	43	3	3	3.1	1.1
Refund policies when withdrawing from courses	66	3	3	3.2	1.3
Safety and security of classroom buildings and the learning environment	108	3	4	3.5	1.1

Table 9.C

Statements About *Student Services*: Doctoral-Level Respondents from the Center for Psychological Studies

Survey Statement	N	Mode	Median	Mean	SD
Student development services	15	4	4	3.5	0.8
Counseling and career development	15	4	4	3.5	0.8
Remedial services available	10	3	4	3.5	0.5
Student government opportunities	23	3	3	3.5	0.7
Student behavior policies and procedures	29	4	4	3.9	0.7
Financial aid services	36	1	2	2.3	1.2
Health services	19	4	4	3.4	1.0
Refund policies when withdrawing from courses	16	3	4	3.8	0.9
Safety and security of classroom buildings and the learning environment	38	5	4	4.3	0.7

Table 10

Summary Evaluation [3] **by Respondents from the Center for Psychological Studies by Degree Level**

Degree Level	N	Mode	Median	Mean	SD
Master's-Level	97	4	4	4.0	0.9
Doctoral-Level	35	4	4	4.1	0.5
All CPS Respondents	140	4	4	4.0	0.8

[3] Respondents were presented with the statement *Overall quality of this academic program.*

Table 11

Majority Place of Class Attendance: Center for Psychological Studies

Place of Class Attendance	N	%
Davie Campus[4] or East Campus	97	58
Cluster Location in Broward County or Miami-Dade County	12	7
Subtotal: South Florida	109	65
Cluster Location in Another Florida County	49	29
Subtotal: Florida	158	94
Cluster Location in Another State	0	0
Cluster Location in Another Country	0	0
Other	0	0
Unidentified	10	6
All CPS Respondents	168	

[4] Doctoral students attend class exclusively on the University's Davie Campus. The Center for Psychological Studies offers Master's-level courses at the Davie Campus and at selected sites throughout Florida.

Table 12.A

Reasons for Deciding to Attend NSU: Center for Psychological Studies

Reason	N	%
Academic reputation	85	51
Admissions standards	70	42
Advice of counselors and teachers	25	15
Availability of scholarships or financial aid	13	8
Convenience	84	50
Cost	2	1
Location	87	52
Small class size	47	28
Social atmosphere	13	8
Type of programs available	101	60
Other	9	5

Table 12.B

Reasons for Deciding to Attend NSU: Master's-Level Respondents from the Center for Psychological Studies

Reason	N	%
Academic reputation	57	48
Admissions standards	50	42
Advice of counselors and teachers	15	13
Availability of scholarships or financial aid	12	10
Convenience	67	57
Cost	2	2
Location	51	43
Small class size	36	31
Social atmosphere	7	6
Type of programs available	66	56
Other	8	7

Table 12.C

Reasons for Deciding to Attend NSU: Doctoral-Level Respondents from the Center for Psychological Studies

Reason	N	%
Academic reputation	23	59
Admissions standards	13	33
Advice of counselors and teachers	9	23
Availability of scholarships or financial aid	0	0
Convenience	10	26
Cost	0	0
Location	27	69
Small class size	8	21
Social atmosphere	6	15
Type of programs available	29	74
Other	1	3

Table 13.A

Number of Courses Completed in This Academic Program: Center for Psychological Studies

Number of Courses	N	%	Number of Courses	N	%
0	15	9	5	11	7
1	9	5	6	18	11
2	0	0	7	11	7
3	1	<1	8	6	4
4	2	1	9 or more	92	55
			Unidentified	3	2

Table 13.B

Number of Courses Completed in This Academic Program: Master's-Level Respondents from the Center for Psychological Studies

Number of Courses	N	%	Number of Courses	N	%
0	0	0	5	10	9
1	0	0	6	18	15
2	0	0	7	11	9
3	1	<1	8	5	4
4	2	2	9 or more	69	59
			Unidentified	2	2

Table 13.C

Number of Courses Completed in This Academic Program: Doctoral-Level Respondents from the Center for Psychological Studies

Number of Courses	N	%	Number of Courses	N	%
0	13	33	5	1	3
1	8	21	6	0	0
2	0	0	7	0	0
3	0	0	8	0	0
4	0	0	9 or more	16	41
			Unidentified	1	3

Table 14.A

Frequency of Library Usage: Center for Psychological Studies

Library Usage Statement and Frequency of Weekly Use	N	%
During a typical term, I usually use NSU's libraries or library provided services ...		
0 times per week	77	46
1 time per week	29	17
2 times per week	18	11
3 times per week	6	4
4 times per week	2	1
5 or more times per week	4	2
No response	32	19
During a typical term, I usually use other libraries ...		
0 times per week	58	35
1 time per week	37	22
2 times per week	22	13
3 times per week	10	6
4 times per week	0	0
5 or more times per week	2	1
No response	39	23

Table 14.B

Frequency of Library Usage: Master's-Level Respondents from the Center for Psychological Studies

Library Usage Statement and Frequency of Weekly Use	N	%
During a typical term, I usually use NSU's libraries or library provided services ...		
0 times per week	70	59
1 time per week	15	13
2 times per week	6	5
3 times per week	1	<1
4 times per week	1	<1
5 or more times per week	1	<1
No response	24	20
During a typical term, I usually use other libraries ...		
0 times per week	28	24
1 time per week	29	25
2 times per week	22	19
3 times per week	8	7
4 times per week	0	0
5 or more times per week	0	0
No response	31	27

Table 14.C

Frequency of Library Usage: Doctoral-Level Respondents from the Center for Psychological Studies

Library Usage Statement and Frequency of Weekly Use	N	%
During a typical term, I usually use NSU's libraries or library provided services ...		
0 times per week	4	10
1 time per week	11	28
2 times per week	8	21
3 times per week	5	13
4 times per week	1	3
5 or more times per week	0	0
No response	10	26
During a typical term, I usually use other libraries ...		
0 times per week	26	67
1 time per week	4	10
2 times per week	0	0
3 times per week	2	5
4 times per week	0	0
5 or more times per week	1	3
No response	6	15

Table 15.A

What Survey Respondents Would Have Done If They Had Not Attended Nova Southeastern University: Center for Psychological Studies

Response	N	%
Attend another private college or university in South Florida	38	23
Attend another private college or university in Florida, but not in South Florida	11	7
Attend a private college or university in another state	17	10
Attend a state college or university in South Florida	29	17
Attend a state college or university in Florida, but not in South Florida	12	7
Attend a state college or university in another state	10	6
Not attend a college or university	12	7
Other	14	8
Unidentified	25	15

Table 15.B

What Survey Respondents Would Have Done If They Had Not Attended Nova Southeastern University: Master's-Level Respondents from the Center for Psychological Studies

Response	N	%
Attend another private college or university in South Florida	30	25
Attend another private college or university in Florida, but not in South Florida	10	9
Attend a private college or university in another state	5	4
Attend a state college or university in South Florida	27	23
Attend a state college or university in Florida, but not in South Florida	9	8
Attend a state college or university in another state	6	5
Not attend a college or university	8	7
Other	5	4
Unidentified	18	15

Table 15.C

What Survey Respondents Would Have Done If They Had Not Attended Nova Southeastern University: Doctoral-Level Respondents from the Center for Psychological Studies

Response	N	%
Attend another private college or university in South Florida	4	10
Attend another private college or university in Florida, but not in South Florida	1	3
Attend a private college or university in another state	11	28
Attend a state college or university in South Florida	0	0
Attend a state college or university in Florida, but not in South Florida	1	3
Attend a state college or university in another state	4	10
Not attend a college or university	4	10
Other	8	21
Unidentified	6	15

Table 16.A

Technology-Based Media Experienced in Courses: Respondents from the Center for Psychological Studies

Technology-Based Medium	N	%
Audiobridge	2	1
Compressed Video	5	3
Electronic Mail	37	22
Electronic Classroom	3	2
World Wide Web	28	17
Other	4	2

Table 16.B

Technology-Based Media Experienced in Courses: Master's-Level Respondents from the Center for Psychological Studies

Technology-Based Medium	N	%
Audiobridge	2	2
Compressed Video	4	3
Electronic Mail	20	17
Electronic Classroom	3	3
World Wide Web	16	14
Other	3	3

Table 16.C

Technology-Based Media Experienced in Courses: Doctoral-Level Respondents from the Center for Psychological Studies

Technology-Based Medium	N	%
Audiobridge	0	0
Compressed Video	0	0
Electronic Mail	17	44
Electronic Classroom	0	0
World Wide Web	9	23
Other	1	3

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